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ABSTRACT

Selected college and university programs established to assist adults in continuing their education, earning their degrees, and learning about whatever interests them are described, and an essay on lifelong learning is presented. In "Curriculum Development for Lifelong Learning," Charles S. Claxton describes how life cycle research, adult development stages, learning styles, and adult learning theory can be used in the development of programs for adult learners. Reference is made to Tyler's (1949) model of curriculum development; William Perry's (1970) scheme of adult development; Kolb's (1976) model of learning styles, which relates especially well to curriculum design; and a theory of andragogy, which suggests that more time should be spent in planning course content and activities, and that both teacher and student should be involved in this process. The following college programs are described: Program for Experienced Learners at Eckerd College, Florida; Learn and Shop and Weekend College at Indiana University-Purdue University at Indianapolis; Focus on Nontraditional Students at Marylhurst College for Lifelong Learning, Oregon; Office of Outreach at University of Wisconsin-Green Bay; Goddard Adult Degree Program at Vermont College of Norwich University; and School of New Resources at the College of New Rochelle, New York. Additional briefer program descriptions include: Weekender Program at Keystone Junior College, Pennsylvania; Management Science Program, Limestone College, South Carolina; Weekend College, Mundelein College, Illinois,; and The Alfred North Whitehead Center, University of Redlands, California. Resource materials are also described. (SW)

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Lifelong Learning

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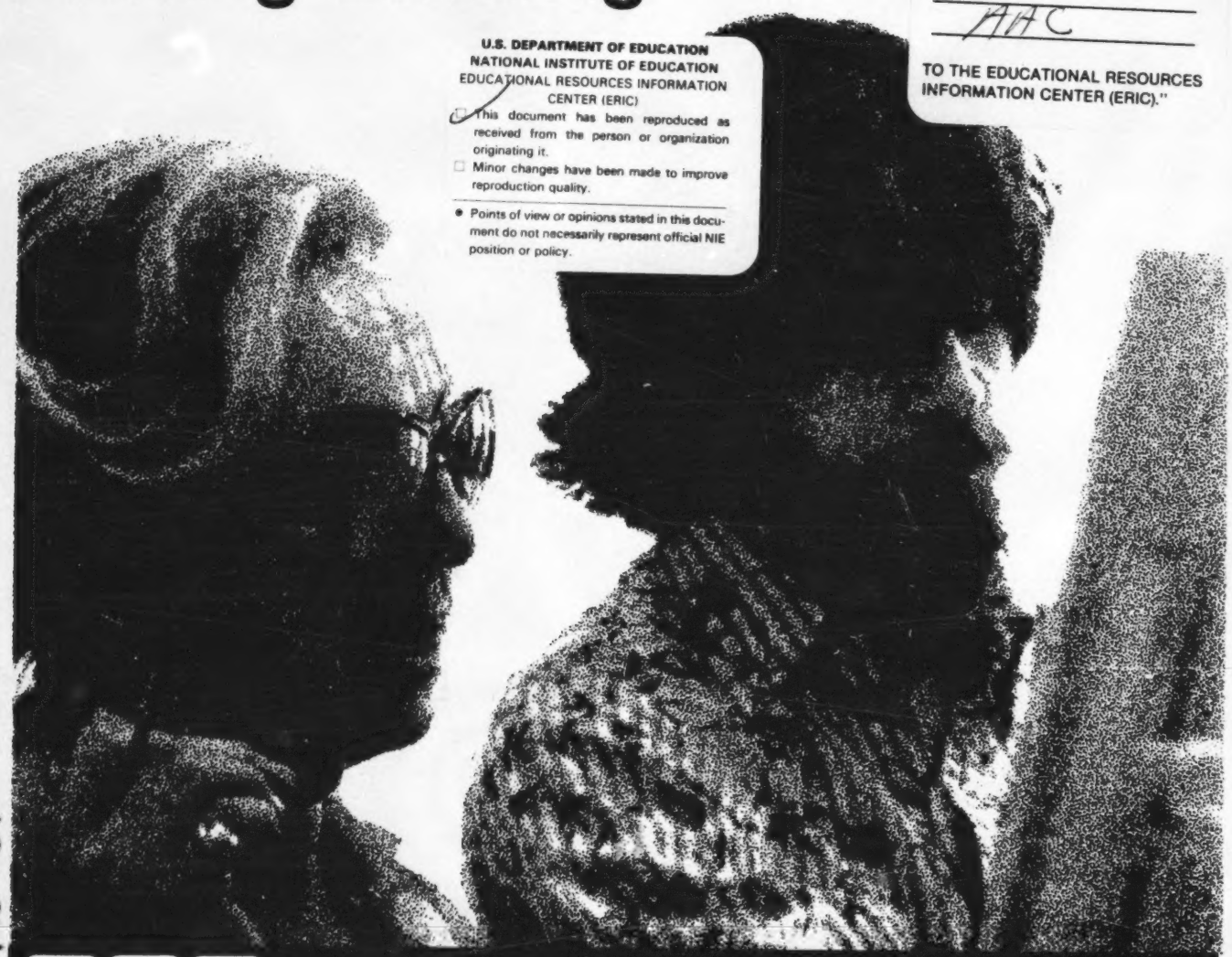

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Lifelong Learning

In the book *Adults as Learners,* author K. Patricia Cross lists 18 definitions and descriptive comments, gathered from a variety of sources, for the term lifelong learning. She selects the following statement as the best description of the concept: "Lifelong education seeks to view education in its totality. It covers formal, nonformal and informal patterns of education...and is also characterized by flexibility in time, place, content and techniques of learning and hence calls for self-directed learning, sharing of one's enlightenment with others, and adopting varied learning styles and strategies."

This issue of *Forum* examines one small segment of lifelong learning: the programs established by colleges and universities to assist adults in continuing their education, earning their degrees, and learning about whatever interests them. We have focused on degree programs which recognize the constraints adults face as they enter formal learning situations and which value the background and experiences adults are able to share with their instructors and peers. In the following essay, Charles S. Claxton describes how life cycle research, adult development stages, learning styles, and adult learning theory can be used in the development of programs for adult learners.

Curriculum Development for Lifelong Learning

by Charles S. Claxton
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According to the U.S. Census Bureau, one-third of all college students are 25 years of age or older. Most of these adults decide to return to school as a result of an important change in their lives: a move to a new location, a spouse's death, a divorce, a new job, the last child entering elementary school or leaving for college. They may feel the need for credentials in order to compete in the job market. Or the rapid increase of knowledge in many fields has made it imperative for them to continue their education. As the average work life lengthens people no longer find it unusual to change jobs or careers several times or to return to school for "re-tooling" to make such changes easier. And behind all of these instrumental reasons are such unspoken, or even unconscious, motivations, as the search for meaning and growth in their private lives.

As colleges and universities attempt to serve these older students they need to ask "what are the characteristics of adult leaners" and "how can we orient our curriculum, teaching practices, and support services in order to foster effective lifelong learning?" Some of the answers can be obtained by looking at adult students through the lens of a traditional model of curriculum development (Tyler, 1949) which takes into account the emerging body of knowledge in four areas: life cycle research, adult development stages, learning styles, and adult learning theory. Tyler's model poses four fundamental questions which must be answered in the development of effective curriculum and instruction: what educational purposes does the institution seek to attain, what educational experiences can be provided

that are likely to attain these purposes, how can these educational purposes be effectively organized, and how can we determine whether these purposes are being attained?

Curriculum planners must ask these questions about the *content* of the curriculum and the *process* of how it is taught. They must also bear in mind the role of the *teacher* and the *learner* in the educational process. Each of the questions must be asked in the light of research and theories on the life cycle, adult developmental stages, learning styles, and adult learning theory. This essay presents some highlights of these theories to help program designers begin to think of ways to develop more effective programs for adult learners. The model presented here builds on the Tyler model and takes into consideration recent theory and research on adult learning.

Life Cycle Research

Adult life cycle research and theory states that everyone goes through predictable and coherent periods in their lives, followed by transitions or passages, which mark a shift to a qualitatively different period. Cross (1981) has synthesized the work of several researchers and suggests the periods are as follows.

From 18 to 22 years of age people begin to establish autonomy and independence from the family; from 23 to 28 they develop an initial life structure, begin to regard themselves as adults, and build a dream; from 29 to 34 they reappraise the life structure, strive for success, and set long-range goals; from 37 to 42 they confront their own immortality, reassess their marriage and chosen vocation, and shed dependent ties to spouse and mentor; from 45 to 55 they have increased feelings of competence and self-awareness, reestablish family relationships, and enjoy their choices and life style; from 57 to 64 they accept and adjust to the aging process and are clear about the goals they still wish to accomplish; and older than 65 they gain greater acceptance of self, disengage from many external relationships and ties, and prepare for death.

By reviewing the developmental tasks, pressures, and rewards that are characteristic of each period, we find ways to design institutional programs which are responsive to the interests of adults. For example, the late thirties are a period of intense focus on careers and upward movement for most men, and they often feel they have little control over their schedules and the demands of their work. Learning activities therefore need to be scheduled at times most convenient to them and oriented to the pragmatic and instrumental needs they are experiencing. In contrast, learners in their late fifties are dealing with larger existential questions of purpose, meaning, and their own immortality. Courses for these people should help them work through these fundamental concerns and provide opportunities to share their feelings with others who are going through similar experiences.

Development Stages

The Perry scheme is one theory of adult development which is extremely useful in the curriculum development process. William Perry (1970) identified nine developmental positions of intellectual and ethical development in his study of Harvard undergraduates and in so doing described "how the student interprets and makes sense of the classroom environment, how the student views knowledge and the process of learning, how the student understands the roles of professor and student, and what intellectual tasks can be understood and mastered given the student's level of complexity along the scheme" (Kneflekamp, p. 18).

The scheme suggests that we move from a position in which we see the world in polar terms of right-wrong and good-bad (dualism) to one in which varied opinions are acknowledged (multiplicity) to one where the legitimacy of opinions depends on the context (relativism) to one where commitments need to be made and action taken among competing "truths" (commitment in relativism). Perry's scheme can help us avoid some common but serious errors in what we asks students to do. For example, an assignment which asks students "to compare and contrast" two points of view does not make much sense to persons at the dualist position. Understanding the Perry scheme can also help students gain insight into their relations with others. Counseling programs that draw on this theory can help participants understand that an inability to communicate with family members or colleagues may be more related to differences in how people interpret the world and their own experience than just to obstinance or evil intent.

Learning Styles

In our earliest years we probably use all of our senses equally in learning, but as we mature we come to rely more on one predominant mode, and this becomes our preferred style. While several models of learning styles are widely known, Kolb's model (1976) relates especially well to curriculum design. The Kolb Learning Style Inventory measures an individual's relative emphasis on four basic learning modes: concrete experience, reflective observation, abstract conceptualization, and active experimentation.

Knowledge of the ways students learn best enables us to design a curriculum that matches their styles in order to maximize the learning experience. For example, adult learners are often very concrete, rather than abstract, since they have been in the "real world" of responsibilities, decision making, and action. To provide them with classes which rely almost exclusivley on abstract theories and concepts, primarily via lectures, obviously makes no sense. This does not mean that all lectures are to be thrown out, but suggests that the learning situation is enhanced by opportunities for students to generate insights from their own experience.

The Kolb model helps us give students the chance to learn in ways that are not their preferred style. If the objective of lifelong learning is to help students become independent self-directed learners, it makes sense to help them develop skills in all modes. Thus, they can more easily develop an integrated approach to learning and call on whatever skills are required by the demands of the immediate situation.

Learning Theory

The theory of andragogy has been defined as "the art

and science of helping adults learn" in contrast to pedagogy which is concerned with helping children learn. Knowles (1970) has described several assumptions which are useful in programming for adults. He states "that as a person matures, his self-concept moves from one of being a dependent personality toward one of being a self-directing human being, he accumulates a growing reservoir of experience that becomes an increasing resource for learning, his readiness to learn becomes increasingly oriented to the developmental tasks of his social roles, and his time and perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject centeredness to one of problem centeredness (1970, p. 39)."

These assumptions affect how we design learning experiences for adults. The learning climate should be characterized by mutuality between the teacher and learner, and the relationship between them should be respectful, informal, and collaborative. Learning activities should be heavily experiential, and sequenced in terms of the student's readiness. Teacher and student should collaborate in the evaluation process.

The theory of andragogy suggests that more time should be spent in *planning* course content and activities, and that both teacher and the student should be involved in this process. Students should play a far more active role than they traditionally do, and the teacher should serve more as a facilitator of learning than just as a dispenser of knowledge. As a result, the teacher must possess greater group process skills and a larger repertoire of teaching strategies which he or she would utilize as the needs of students in the group indicated.

The model I have presented calls for substantial change in the ways we view students, the role of the teacher, and the institution. The current conditions of retrenchment in higher education mask the unalterable fact that the hunger for learning by today's citizenry continues unabated. The increase in other providers of education, such as business and industry, professional associations, labor unions, government, and neighborhood groups, clearly demonstrates that it is not the demand for education that is on the decline but the demand for education in traditional forms.

There is a clear need for comprehensive and sound models of curriculum development which are oriented to helping people develop their full potential as they move through the life cycle. The model described is just one small, and perhaps primitive, attempt to begin to fashion a structure and process for thoughtful answers to the fundamental questions about how we provide educational services to the students we seek to serve.

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Eckerd College

Program for Experienced Learners

Eckerd College's five-year-old Program for Experienced Learners (PEL) provides opportunities for adults to apply their job training, previous college experience, and personal learning efforts towards completion of a baccalaureate degree. Designed for adults who are at least 25 years old, PEL assesses past learning experiences and provides flexible options for continuing education.

PEL students can complete the 36-course Bachelor of Arts or Science programs through a combination of directed and independent study, experiential learning, and regular courses. While these options are also available to residential Eckerd students, adult learners frequently opt for more directed and independent study courses, according to Gerald Dreller, director of PEL and associate dean of special programs. Says Dreller, "We've opened up the educational delivery system for students who are unable to pursue a traditional program." The majority of PEL students are employed and between the ages of 30 and 45 years old.

PEL is best suited for those adults who have had some education beyond high school, says Dreller. This education can be acquired from college courses, training or technical programs, and personal study. Dreller characterizes PEL as a very demanding program and encourages those students who have had little formal training beyond secondary school or who are unclear of their educational goals to first take some courses at a community college.

Autobiography and Portfolio

Students begin the PEL program with the Eckerd-designed course Life, Learning, and Vocation. The adults learn to articulate and clarify their goals and plan a program of study which reflects these and their experiences. They prepare detailed autobiographies which start at their high school graduation and describe all learning activities which have occurred, including volunteer work, on-the-job training, and noncredit workshops and seminars.

In consultation with faculty advisers, students analyze their needs and plan definite paths for reaching their goals. The advisers, called mentors, are an established tradition for all Eckerd students. "Mentors are more than faculty advisers," says Dreller. "They are father confessors and everything else. Students can contact them with any problems and they become involved with students' entire academic program, not just their major field." Mentors read students' autobiographies and mark activities for potential course credit.

As mentors and students determine which activities have significant academic importance, students produce a portfolio which documents that knowledge and skill have been acquired. Says Dreller: "All college-level learning does not take place in college. If a student can

demonstrate that this learning has occurred, we are willing to recognize it." This evidence takes various forms depending on the learning situation. For example, a student begins his or her portfolio with the learning statement, "I have learned the principles of basic management." The student will next list where and how this learning was acquired, perhaps company-sponsored workshops and on-the-job training, and provide documentation such as certificates of training and personnel records.

Students also may demonstrate prior learning through transfer credit from accredited, degree-granting institutions. PEL usually credits 18 courses for completion of an Associate of Arts degree. As stated in the PEL catalog, technical, vocational, and professional programs are credited dependent upon "the theoretical component of the material, its relationship to the student's educational objective, and its appropriateness within the context of the liberal arts."

A third way of fulfilling degree requirements is through examination. While students cannot receive credit for their experiences, they can receive credit for the competencies acquired through the experience. PEL administers examinations provided by the College Level Examination Program (CLEP), Council for the Advancement of Experiential Learning, and Eckerd faculty. Students also can receive credit for challenge examinations; these require satisfactory completion of the final examination of an actual course.

To receive credit for skills acquired through personal study, students have prepared portfolios in all shapes and forms, says Dreller. For example, one student, who is a choreographer, submitted a videotape of a program she had directed. Another student demonstrated the photography skills he had gained in a noncredit course by exhibiting photographs he had shot and developed. When one student wanted to receive credit for his extensive readings in parapsychology, PEL required him to submit a bibliography and complete an essay examination. "Sometimes it is difficult to document personal development, so we may ask students to do a paper and pencil test," says Dreller. "We prefer not to do this because it defeats the purpose of the documentation process."

Dreller emphasizes that PEL employs rigorous standards in the awarding of credit. "Because this program is the same as the residential program, documentation is very important," says Dreller. "Our students are earning the identical Eckerd degree, and we must maintain academic rigor throughout the entire program." Students may complete as many as 27 courses through assessment of their learning portfolios. They must complete nine courses and their senior year through PEL.

Upon completion of the portfolio assessment or during the process of gathering documentation for the portfolio, students meet with their mentors to plan their degree contracts. These will list the courses transferred and credited for experience and the courses planned for completion of the degree. PEL students can earn any degree available from Eckerd College, although they must enroll in on-campus courses if they wish to pursue such subjects as biology, foreign language, elementary education, or theatre which require laboratory, studio, or group experiences.

Coursework

Most students choose a tailor-designed major, according to Dreller. "They come to us with so much experience that it is possible for them to plan concentrations which combine their backgrounds with a degree offered by Eckerd," he says. For example, a student who was a banker earned a degree in banking management. PEL credited the courses he had taken from a professional banking association, and he completed additional courses to satisfy the degree requirements for a Bachelor of Arts degree in management. Dreller finds that human resources and management are popular degrees for students who wish to combine their coursework with their experiences in health care, engineering, or business.

Other students major in such areas as humanities, women's studies, and economics. True to Eckerd's commitment to liberal learning, all degrees earned through PEL include coursework in the liberal arts.

With flexibility one of the features which attracts adults to PEL, directed and independent study courses are the most popular options for completing degree requirements. In directed study, students can complete a variety of courses which do not require class participation or on-campus enrollment. Students receive a course syllabus, listing readings and assignments, which was prepared in advance by Eckerd faculty members or other independent study programs. More than 100 directed study courses are available. These range from The Ways of Critical Thinking, which examines strategies for integrating language arts into the elementary school curriculum, to The Worlds of Science Fiction, which analyzes the future as described in science fiction. According to Dreller, directed study courses have the same goals and objectives as regular courses, although many require more writing and the submission of reading notes.

Because of the subject matter, PEL recommends that some directed study courses be taken as intensive courses. These follow the same directed study syllabi but also provide faculty instruction in classroom sessions of six to twenty students. PEL offers intensive courses in the evenings and weekends on the Eckerd campus and at its learning center in Clearwater. Intensive courses include Life, Learning, and Vocation; Statistical Methods; and Developing Managerial Skills for Women.

While directed study courses are predesigned, independent study courses are specially prepared by students and their mentors. Students must complete each independent study course in four months. Faculty members approve and supervise each course. Each independent study is unique. A nurse, who is active in the hospice movement, is helping to organize a national hospice conference for her independent study. She is preparing pre- and post-conference bibliographies and learning management skills through her involvement. She also will write a paper describing her experiences. Another student is earning independent study credit while he learns about Saudi Arabian culture first hand in his work for an American company in Saudi Arabia.

At the conclusion of their coursework, students must complete a senior comprehensive examination or thesis project, identical to that required of all Eckerd students. Mentors and students discuss how students can best fill in the gaps in their education in deciding which option to choose. For the examination course, students read and

research in areas which have not been covered by their studies or experiences and complete essay examinations on these subjects. The thesis project relates directly to a student's concentration area and includes a comprehensive written piece.

The emphasis in all PEL coursework is on each student's initiative and drive, according to Dreller. Only adults who are able to budget their time and effort are successful in the program. These traits characterize the approximately 700 students who are currently in the program, says Dreller. "These students are high achievers," he says. "We enroll students who we think will complete the program. Often they've been told by their supervisors that they are performing at top level but that they need that degree to go anywhere. These are people who recognize their own potential."

In addition to the flexibility in arranging their own study hours, PEL students receive other benefits. Dreller lists these as cutting down the time necessary to finish a degree, avoiding duplication of learning which had previously occurred in a non-college situation, and gaining opportunities to design an individualized major. In addition, the tuition for directed and independent study courses is substantially less than that for on-campus courses.

Dreller has discovered that PEL is making a significant difference in his students' lives. "We tell them that their lives are going to be changed by their degree and that they have to be prepared for this," says Dreller. "One study showed that one-third of the students who had taken Life, Learning, and Vocation had positive job shifts after completing just that course. PEL students are getting raises, being promoted, and going to graduate school. They are the most amazing group of students I have ever worked with." *P.B.*

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Indiana University-Purdue University at Indianapolis

Learn & Shop and Weekend College

Convenience and academically sound courses are the keys to the success of two programs offered to nontraditional students by Indiana University-Purdue University at Indianapolis (IUPUI), according to James R. East, director of the program and acting dean of the School of Liberal Arts. Learn & Shop College Credit Program and Weekend College provide new ways for students to pursue a traditional academic curriculum. While Weekend College schedules courses on campus from Friday evening to late Sunday afternoon, Learn & Shop presents classes seven days a week at five area shopping centers. East emphasizes that both programs' courses are identical to those offered on campus during the daytime and have the same instructors and number of contact hours.

Learn & Shop's motto illustrates the program's goal: the university goes to the people so the people can go to the university. IUPUI wants to attract those students who do not have the time or inclination to attend classes at the downtown campus. In late 1978, faced with an eight-and-a-half percent enrollment decline over the fall 1977 semester, administrators recognized that they needed to find a new student market. East had been thinking about how to involve more women in higher education. Observing that everyone goes shopping even in bad weather, he realized that classes at a shopping center could solve potential students' concerns about traffic, parking, location, and scheduling. He met with store managers at local shopping centers and convinced them to donate space for the program, which began in spring 1979.

"The shopping center environment allows students to pursue their natural desire for learning, on their own turf," says East. "They feel comfortable here and do not have to compete with what they call the 'bright, young things' on campus." A spring 1981 survey indicated that 46 percent of the students would not have enrolled if the courses were not offered at the shopping centers. East characterizes the typical Learn & Shop student as female (88 percent), at least 22 years old (77 percent), and married (52 percent).

East finds that the department stores are willing to let IUPUI use their employee training rooms. He admits that he did not appeal to the stores solely on their community spirit. Says East, "I showed how we could help them. If we scheduled 20 classes a week, with an average of 24 students each, that's more than 8,000 potential classroom-generated sales during the semester."

Despite the sales figures which he uses to appeal to stores, East stresses that the program's emphasis is on *learning*, not shopping. Students are not allowed to audit courses. "We do not want to attract the casual learner," says East. "Our students are not after personal enrichment, they want something to sink their teeth into."

During the spring 1982 semester, 2,385 students are enrolled in 118 sections of 85 courses. Three-credit courses meet once a week for two-and-a-half hours throughout the semester. Although schedules vary, courses are available seven days a week with some centers beginning classes at 9:20 a.m. and ending at 8:40 p.m.

Academic Programs

While students can complete the 60-credit hour Associate of Arts or Associate of General Studies degrees through Learn & Shop, the program is designed as a feeder system for on-campus courses. Learn & Shop courses are generally lower division courses, although some upper- and graduate-level courses are offered. Current offerings cover 30 subject areas, including anthropology, communication and theatre, English, mathematics, public and environmental affairs, and biology. Courses range from Afro-American Folklore and Introduction to Macroeconomics to Contemporary Biology and

Abnormal Psychology.

East notes that adult learners especially like the liberal arts courses. Learn & Shop has no problems filling classes in literature, logic, speech, and mathematics. The program also offers courses in beginning French, Spanish, German, and Japanese which East says, "just pack 'em in." While most of the courses adapt easily to the training rooms, East has rigged a portable laboratory for language and listening courses.

In addition to the traditional on-campus classes, Learn & Shop offers a few novel courses. One example is Popular Culture: Movies for Today. Students attend contemporary films playing at the shopping centers and prepare papers on the quality of each film's direction, production, and acting for classroom discussion. Another course focuses on the foreign films playing at a local theatre.

Learn & Shop is successful in helping students explore college-level courses and encouraging them to enroll at the downtown campus. In a spring 1979 survey, which traced the enrollment patterns of 573 Learn & Shop students, East discovered that 51 percent later enrolled in Learn & Shop and on-campus courses and 36 percent enrolled in on-campus courses only. "The figures surprised us," says East. "For so many of these students, especially women, college is suddenly convenient for them. It serves as a foot in the door. They show themselves and their families that they can hold their own in class and handle their family obligations."

East notes that special one-credit modules also have proven useful in introducing students to IUPUI. Learn & Shop schedules one-credit classes in skill areas such as listening, vocabulary acquisition, and reading and learning techniques and in subjects such as foreign policy, census geography, and tornados. "For $34.50 a credit hour," says East, "we are giving students a way to go back to college without feeling they are depriving their families of any necessities."

Employers also are interested in the Learn & Shop concept. Twenty-two percent of all students had at least part of their tuition paid by employers. One company enrolled 12 of its workers in Women in Supervision, a course which examines the situations which women encounter in supervisory positions. Human Relations in Supervision, Professional Writing Skills, and English Grammar Review also have proven popular with working students.

Both students and faculty members react favorably to Learn & Shop, according to East. "People like to be identified as learners," he says. "The best learning environment is one where instructor and student are together eyeball to eyeball. These learners like the convenience and accessibility of the shopping centers and the fact that they are receiving quality instruction. You are not doing adults a favor by watering down the courses."

Faculty members also applaud the academic standards which are identical to those on campus, according to East. Instructors have discovered that Learn & Shop students often are more interested and capable than their on-campus counterparts. East gives the example of writing abilities. All students in Elementary Composition take diagnostic tests at the start of the course: 60 percent of the on-campus students must enroll in a remedial English class prior to completing the composition course, while only 20 percent of the Learn & Shop students are required to do so.

East credits the students' achievements to their maturity and motivation. Faculty members enjoy classroom discussions which are enriched by students' experiences and not limited to questions about "what's going to be on the test," says East. Instructors have the opportunity to get to know their students through discussions and at class breaks and gather insights which they can incorporate into on-campus lectures.

"Learn & Shop is not removed from the activities of the community," says East. He likens IUPUI to the hub of a wagon wheel and Interstate 465, which encircles Indianapolis, to its rim. Each of the shopping centers is located near the interstate and is becoming its own hub as it attracts students within a 50-mile radius. "As we expand into the state," says East, "students tell us, 'You are eliminating all my reasons for not going to college.'"

Weekend College

While Learn & Shop provides day and evening classes, Weekend College employs six time slots during the weekend on the IUPUI campus. These are Friday evening; Saturday morning, afternoon, and late afternoon; and Sunday afternoon and late afternoon. The university began its current program in fall 1976. In spring 1982, 3,095 students are enrolled in 150 courses. Forty subject areas are featured, including architectural, computer, and mechanical engineering technology, which are not scheduled at Learn & Shop.

East states that Weekend College courses also are the same as traditional weekday classes. These include Introduction to World Masterpieces, and Elementary Chemistry, Human Physiology, and Introduction to Data Processing, which all include laboratory work. While most courses meet once during the weekend for two-and-a-half hours, the laboratory classes meet twice, once for the lecture and once for the lab.

Students can earn degrees and certificates by enrolling exclusively in Weekend College courses. These include the Master of Science in Elementary Education, Bachelor of General Studies with a concentration in labor studies, Bachelor of Arts with a major in English, and Two-Year Certificate in Business Studies. Weekend College does not award the degrees, but rather serves as the mechanism for academic departments to offer courses on the weekend.

East finds that Weekend College students do not suffer because their coursework is presented in one intensive period. Despite theories stating that learning is best accomplished if it is spread out over the week, East says that students who attend a lecture class on Saturday morning and a lab on Saturday afternoon perform better than their peers who attend courses throughout the week.

East ranks Weekend College students' abilities above those of traditional on-campus students and below those of the Learn & Shop group. He attributes this to their maturity and experience, similar to that of the Learn & Shop participants. He also notes that more weekend students have job commitments which may take away from study time.

Weekend College students are as enthusiastic about

their courses as are the Learn & Shop students. The program draws students from a 100-mile radius. East's students travel from Chicago; Fort Wayne, Indiana; and Lexington, Kentucky. One student completed his Bachelor of General Studies degree at Weekend College after his company assigned him to Fort Meyers, Florida.

Faculty members also endorse the Weekend College concept. Instructors have told East: "We don't care when classes are offered. We want to maintain integrity in the amount of contact hours and in the quality of courses." East contends that these are important points to remember when establishing programs for adult learners.

Says East: "Quality, convenience, and accessibility are the secrets to attracting these students." *P.B.*

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Marylhurst College for Lifelong Learning

Focus on Nontraditional Students

By offering a curriculum which attempts to demonstrate the explicit relationship between skills and knowledge, Marylhurst College for Lifelong Learning is striving to meet the needs of its learners who are often "experience-rich and theory-poor," says Ludmilla S. Monson, vice president for academic affairs. Marylhurst students combine experiential learning, regular courses, and internships to complete baccalaureate degrees in such areas as communications, humanities, art, and music.

As working adults, Marylhurst students benefit from the upper-level evening and weekend courses offered by the school and the opportunities to translate work and life experiences into college credits. Ninety percent of the students work full- or part-time. Their ages range from 18 to 75 years, with the average being 38 years. Sixty-five percent of the students are female.

Marylhurst administrators pride themselves on being able to meet the challenges of nontraditional learners. In 1893, as St. Mary's College, the school became the first liberal arts college for women in the Pacific Northwest. Seventy-nine years later, faced with rising costs and declining enrollments, administrators again surveyed the needs of area residents and visualized a new life for the dying school: an educational program devoted to the lifelong learner. In fall 1974, the Marylhurst Education Center began operation as a coeducational liberal arts college for the nontraditional student. The school is located on the old Marylhurst campus and is now called the Marylhurst College for Lifelong Learning to emphasize its new focus and its status as an accredited degree-granting institution. More than 300 adults have graduated from the program which has a current enrollment of 800 degree-seeking students. An additional 700 adults attended classes and workshops during the 1980-81 academic year.

Prior Learning

While the average student entering Marylhurst has completed 14 years of school, most take advantage of the school's Prior Learning Experience (PLE) Program. Students may earn as many as 90 quarter hours of the 180-quarter hour degree requirements from PLE credits. Prior learning assessment is a three-step process. Students first confer with PLE staff to determine if their experiences appear to meet the guidelines for credit. They next enroll in a PLE workshop to learn how to document the college level learning experiences acquired through employment, volunteer work, community activities, and homemaking. During the first part of the workshop students meet as a class; later weeks are spent in individual tutorials as each student develops his or her own portfolio.

The third step is the portfolio evaluation. A committee composed of professors and administrators from neighboring colleges and universities assesses the students' learning experiences. The average amount of credit earned through the PLE program is 40 quarter hours. Students also may receive credit for courses from other accredited schools and college-level proficiency tests.

The Life Planning Center is another program which responds to the needs of adult learners. The center administers such typical student services as admissions, financial aid, and counseling and also provides support for adults in transition. Transition periods include returning to college, reentering the work force, and changing careers. In addition to academic counseling and skills assessment, the center conducts Life Planning Studies courses.

These courses cover such topics as self awareness, career choice and change, and decision making. For example, students in Career Design Lab learn how to assess their skills and interests in order to pursue career plans and goals. Other courses include Life/Work Planning for Men and Women, Dialogue and Discover-New Ways to Meet People, and Work When You Want: Flexible Work and Life Scheduling.

Academic Progams

In addition to Life Planning Studies, Marylhurst offers courses in liberal arts, management, religious studies, music, and art. The undergraduates select individualized majors, which provide flexible degree programs, or designed majors, which follow specialized programs of study.

The Liberal Arts Division provides coursework in communications, humanities, science/mathematics, and social sciences. Students complete their liberal arts requirements through this division and earn degrees in each of the four areas. Divisional features include Perspectives courses, which present an overview of the philosophies, theories, and applictions of each of the four subject areas, and internships in human services, organizational development, and broadcasting.

Marylhurst's management program is the most popular

course of study, according to Forrest Rodgers, director of marketing. The program awards Bachelor of Science degrees in management and Bachelor of Arts degrees in interdisciplinary studies with a specialization in management. Interdisciplinary majors have combined management coursework with their experiences in human services, the arts, and music. Courses cover such topics as management styles, motivation and productivity, marketing strategies, and labor relations.

Courses in the Religious Studies Division lead to a Bachelor of Arts degree in pastoral studies. Marylhurst designed the program for laypersons interested in integrating religious theories with practical ministerial experiences. Students work with mentors from their own denominations and take courses such as Perspectives on Morality Today, the Mission of the Church and Ministry, and Why Christian Social Concern?

The divisions of art and music are the only Marylhurst programs which offer a schedule of lower- and upper-division courses. Art students earn the Bachelor of Arts degree in arts or crafts. Each degree integrates courses, workshops, and internships which provide professional training and an appreciation and understanding of art. Similarly, the Music Division concentrates on practical performance and composition skills and the theoretical and scholarly concerns of music history and literature. Students pursue a Bachelor of Arts degree in music or a Bachelor of Music.

"Marylhurst attempts to achieve a balance between classic ideas and contemporary issues," says Monson. "The breadth and depth of each program are achieved through an interdisciplinary approach to specialized topics. Adults are able to re-engage in the educational process and further their professional development and personal growth."

As an illustration of how Marylhurst's academic program functions, Monson offers the example of a student pursuing an individualized major in human studies. Comparable to many Marylhurst programs, this new degree provides "an interdisciplinary framework which links (students') prior learning experiences with academic study, a theoretical foundation on which to build further professional development, and an individualized problem-centered structure," according to a degree prospectus.

The model student in Monson's illustration is completing a Bachelor of Arts degree in human studies and has practical experience as a rape victim counselor. This student must earn 70 quarter hours in human studies in addition to the regular degree requirements. To acquire her breadth of study, the woman will enroll in five required courses which are grouped under the heading Human Studies Foundations Colloquia.

The student's depth of study is achieved through the coursework surrounding her special problem study: rape counseling. Human studies majors must take coursework in problem analysis, methods, and practice. Thus, this student will enroll in problem analysis courses such as Sociology and Helping, and the Psychology of Men, and methods courses such as Male-Female Communication and Conflict Resolution. Because of her experience as a rape victim counselor, this student has earned the credits required for practice coursework from the Prior Learning Experience Program. "This woman's program typifies the Marylhurst approach," says Monson. "The curriculum provides guidance for students integrating learning from the past into new perspectives."

Monson and Rodgers agree that the Marylhurst educational system is designed to retain the richness of adult experiences. "The role of the faculty," Rodgers says, "is to pull out the self-learning skills and talents of students, whether in the area of art appreciation or management relations.

"Faculty members help students learn to open their eyes to the world around them. Marylhurst reinforces what they know. It is important for adults to receive recognition for their experiences and knowledge."

The instructors who guide the students' programs include 26 full-time faculty members and 65 faculty associates. Associates are working professionals who share their personal experiences with students as "co-learners," according to Monson. For example, a local bank president teaches courses in fiscal management. Veronica Baxter, president, reports that the associates are an enthusiastic group chosen for their academic expertise, teaching skills, and ability to relate to adult learners. "They are here because of their interests in lifelong learning and their desire to be on the cutting edge of something new and exciting," she says.

Baxter believes Marylhurst sets an example for higher education. "Society's survival requires an enlightened citizenry," she says. "We need leaders who can meet the challenges of a technological society and who have the wisdom to direct our future. Lifelong learning is the key to acquiring that wisdom." *P.B.*

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University of Wisconsin-Green Bay

Office of Outreach

A few years after the University of Wisconsin-Green Bay (UWGB) opened its doors in 1969, the Office of Outreach was there to tell the community, "We care about adult students," says Marge Engelman, Outreach director. UWGB's interdisciplinary liberal arts approach was new to some people, and the university wanted residents to feel comfortable about the school. "We wanted to implement the concept of bringing university and community together in the area of learning," says Engelman. "Our goals include relating faculty expertise to community needs and promoting lifelong learning." A 1980-81 Outreach report describes the office mission as "extend(ing) the instructional and research resources of the UWGB to those citizens of Northeastern Wisconsin not traditionally involved in campus-based learning."

During the spring 1982 semester, UWGB is offering

more than 700 credit and noncredit courses which appeal to the adult learner. Many are coordinated or offered by the Office of Outreach. Area residents can learn how to write and interpret poetry at a downtown shopping mall, exercise to music, and examine the legal aspects of educational administration in an on-campus weekend course.

Credit Programs

The Office of Outreach schedules a variety of credit courses which are identical to those offered on campus. Although most of the Outreach programs do not offer enough courses to award a degree, they do provide opportunities for nontraditional students to explore college-level learning. Engelman finds that many students do transfer to on-campus courses after getting started in the Outreach program. UWGB faculty members teach the courses.

Learn & Shop is an example of Outreach's efforts. Residents enroll in courses at Green Bay's downtown shopping mall. The courses are The Ocean of Air: An Introduction to Weather and Climate; Introduction to Creative Writing: Poetry; Women and Changing Values; and Business and Its Environment. Three of the courses meet in a special room which the mall sets aside for community education, while the fourth meets in a department store conference room. Engelman notes that some people are apprehensive about starting college and even about the drive to the campus, located 15 minutes north of the city. She finds Learn & Shop an effective device for acquainting people with UWGB.

The office also schedules credit courses at the Oneida and Keshena Indian reservations. Engelman meets with representatives of the tribes to discuss what types of courses would be of value and interest. During the 1980-81 academic year, more then 60 students participated in five courses on such subjects as marriage and family, business management, and introductory writing. One course which was especially successful, says Engelman, teamed a young faculty member with an 80-year-old native speaker as instructors of the Oneida language.

Business courses are among the most popular credit programs offered by Outreach. The office provides upper-level business courses at three area UW Centers. These centers are two-year UW campuses located throughout the state. Students can earn credits toward baccalaureate or master's degrees or take courses for professional development. Center courses include Principles of Personnel Management, Corporation Finance, and Industrial Management. Outreach also coordinates the Managerial Systems Evening Degree Completion Program, which enables students to pursue a business degree through courses which meet one evening per week on campus.

As part of its community relations, Outreach publicizes other evening and weekend credit programs offered by UWGB. Each semester the Outreach office lists more than 100 undergraduate and graduate courses in its catalog *Lifelong Learning*. Included is a new cooperative program between UWGB and University of Wisconsin-Milwaukee which makes it possible for students to earn a master's degree in administrative leadership or educational psychology from UM-Milwaukee through UWGB weekend and evening courses.

Outreach also is extending its instructional resources to the Green Bay Correctional Institute. Inmates can pursue an Associate of Arts degree in urban studies, a program which focuses on city problems. Although it is difficult to document the effect courses have on inmates, Engelman says that correspondence between released prisoners and a faculty member indicate that the coursework is a positive force in the students' lives. Five students have earned their degrees from the program which offers such courses as Introduction to Philosophy, Business and American Life, and Behavior in Designed Environments.

Noncredit Courses

The Office of Outreach helps coordinate the noncredit courses offered by UWGB and University of Wisconsin-Extension. Spring 1982 courses range from Great Decisions: Issues and Options in International Relations to Faces and Places in Green Bay's Past and from How to Write Your Life Story to Oil Painting in the Style of the Dutch Masters. Courses are available at the campus and area schools, a downtown shopping mall, and a public musuem.

While area residents enroll in courses for a variety of reasons, Engelman finds that students usually are interested in acquiring skills in one of two areas: professional development or leisure and recreation. Courses satisfy students' desires to fill their time, meet new people, and learn new ideas. Says Engelman: "The more education they get, the more they want. We've seen an increased interest in education by adults who couldn't care less about credit. They just want to learn."

Many of the courses also come under the heading personal enrichment. This includes the humanities courses The Book of Job and Israel's Wisdom Tradition and American and British Nobel Prize Winners in Literature and language courses in German, Spanish, French, and Norwegian. Other noncredit courses focus on dance and movement, visual arts, gerontology, and environmental awareness.

More than 700 persons learned about such places as Portugal, China, and Norway during Outreach's 1980-81 Dinner Lecture Series. Spring 1982 lectures focus on Antarctica, Africa, and Southeast Asia. Engelman views this program as an effective showcase for faculty speakers and the campus. Outreach also coordinates UWGB's Speakers' Bureau. Faculty and staff members make presentations on academic topics such as Middle East politics and Black history and such popular concerns as resume preparation, natural and prepared childbirth, and energy conservation. Adults students also talk about what it is like to return to college at UWGB.

Engelman is proud of Outreach's efforts to help women. "Many of our students are mature women who want more out of life," she says. The Office of Outreach designed a special noncredit program, Confidence Series for Women, to assist students in building positive self-images and gaining new skills. For example, Learn to Speak is taught by a specialist in speech problems and confronts such concerns as the sound of the speaker's voice, fear of speaking, and difficulty in being understood. Other confidence courses are Assertiveness Training, Introduction to the Law Affecting Women, and Iden-

tifying and Packaging Your Skills for the Job Market.

Another program initiated by the Office of Outreach is the four-year-old First Step Seminars. In discussions with returning adult students and faculty and staff members, potential students learn about various UWGB programs, including late afternoon and evening courses, child care facilities, and adult student services. Outreach recently turned the responsibility for these seminars over to the university's Office for Adult Learners. UWGB designed this office to offer encouragement and assistance to adults considering a return to school.

Outreach also sponsors noncredit sessions which address subjects of interest to women and men. Engelman and her husband lead the discussions in When Both Work Outside the Home: A Workshop for Dual Career Couples, a one-day session on the problems and solutions to a two-paycheck family. Preparing for Retirement Seminars present information on social security, investments, and real estate.

In order to plan a successful and quality program of credit and noncredit courses for lifelong learners, a school must be committed to understanding its audience, says Engelman. "You can't do a credible job in education unless you know your students and their needs and how they learn," she says. UWGB's Office of Educational Research has begun to do extensive research on the adult student. Recent reports covered freshman academic abilities, adults' educational pace, and adult student dropouts.

UWGB has implemented several options to make lifelong learning easier and more attractive to students. Persons 62 years of age or older can enroll for free in any credit or noncredit courses. Outreach's Confidence Series offers a ten percent discount if two people enroll together. Called "Attend With a Friend," the discount offer is successful in attracting women to the series, says Engelman. Outreach also provides $35 to $200 scholarships for adults beginning or returning to college. Local businesses and organizations donate money for the scholarship fund which has awarded scholarships to 162 adults since 1968.

Engelman's personal interest and involvement in adult education had led to several credit courses on the subject. She teaches courses designed to help professionals who work with adults learn how to be effective instructors, assess adult learning needs, and implement strategies that motivate adults to learn.

From her experiences, Engelman has observed that many adults come to school, leave, and later return over a long period of time. "Lifelong learning tells students 'go to school when you can' not 'get an education and your learning is all wrapped up,'" she says. The theme of the Office of Outreach, as stated in a 1980-81 report, reflects Engelman's views: More education for more people for more years. *P.B.*

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Vermont College of Norwich University

Goddard Adult Degree Program

Recognizing that many adults discover that a conventional college education is not what they need or want, Norwich University's Goddard Adult Degree Program (ADP) offers a flexible plan of short-term campus residencies and longer independent study periods through Vermont College, its Montpelier branch. ADP students earn Bachelor of Arts degrees in a four-year program which emphasizes an interdisciplinary examination of the liberal arts. Each student's program alternates 12-day residencies with six-month study periods.

ADP began in 1963 at Goddard College, an institution known for its nontraditional programs. In June 1981 ADP and three other programs transferred to Vermont College. The move involved more than 26 faculty members and almost 500 Goddard students. One hundred and twenty-two students are currently in ADP; more than 2,000 adults have graduated from the program.

Pearl Olson, ADP program director, characterizes these undergraduates as mature, well-motivated, independent adults. "They have the desire and hunger for education that so many people have," she says, "and find that traditional programs cannot meet their needs for personal development and self-fulfillment." Tom Absher, ADP core faculty member, says, "I sometimes refer to ADP as 'Last Chance Saloon'—since it is just that for many of our students. They often say, 'it was ADP or nothing for me.'"

ADP students have ranged in age from 21 to 80 years old; the minimum age requirement is 21 years old, and most students are in their thirties. Eighty percent of the students are female and most are employed.

The core of the ADP is the six-month independent study period which is preceded by a 12-day campus residency. Students earn 15-semester hour equivalents for each study period completed in the 120-semester hour equivalent program. Many students enter ADP with credits acquired from other colleges, the College Level Examination Program (CLEP), or life experience documentation. The college requires students to spend three semesters in ADP.

Campus Residencies

Each ADP begins with a residency. Students stay in a college residence hall for the 12-day period. Olson characterizes the residency as an intense period of learning and sharing. "Students shake loose of old ideas," she says. In describing the residency's effect on students, the catalog states, "Although students bring their own interests and areas of expertise...they are often awakened to areas of interest never before dreamed of or find forgotten old passions rekindled."

During the residency students meet in small groups with faculty members to determine who they would like as their advisers. To familiarize students with their interests and areas of expertise, faculty members present seminars on a variety of topics. Discussions have focused on the corporation's role in America, artificial intelligence,

and American politics and culture.

Students plan their study periods with peers and faculty members. The ADP staff appoints an adviser to supervise each student's study, taking into consideration the undergraduates' preferences. During the second half of the residency students gather regularly with their adviser and his or her seven to nine other advisees. These study groups include students at different stages in their degree program. The groups finalize each student's plan. In addition, students attend workshops on ADP and research, study, and writing skills.

Both Olson and Absher regard the residency as a critical part of ADP. "While students completing an independent study perform okay in isolation, they learn much more with a warm, on-going approach," Olson says. "We question what they want, expose them to a broad liberal arts program, and provide an academic support system." Absher believes that the residency and study period contacts are more intense than those at traditional schools. "Since we have no fixed curriculum or standard courses, we do a lot of talking with each student to locate their deep, long-standing, intellectual and artistic interests," says Absher. "We spend so much time with them before and after their study that they get as much or more individual contact with their teachers than they would in many conventional classroom settings."

Independent Study

Students leave the college with a six-month plan of study. They choose an interdisciplinary topic area, prepare a bibliography, and establish what learning style they will pursue. Study topics have included Irish history, literature, and myth; Russian culture: 1890-1933; and political sociology. Students know how they will document their progress and confer with their advisers and what they are expected to produce at the end of the study period.

ADP requires students to spend a minimum of 20 hours a week on their studies, read at least 20 substantial books during the period, and produce 30 to 50 pages of finished writing. In addition, students visit museums, art studios, and laboratories and design topic-related projects. For example, a student studying the apocalypse sent out 50 questionnaires to friends and famous people asking if their view of the end of the world affected their lives. She prepared a long poem incorporating their responses and used this as the background for a videotape of two dancers whom she choreographed.

During the study period students correspond with their advisers and other students. They prepare essays, journals, and process letters. These pieces describe their progress, express thoughts and concerns to which faculty members can respond, and document the learning experience. Students must send progress reports each month.

At the end of the study period students return to campus to present their projects to advisers and study groups. In addition to written reports, students submit paintings, photographs, films, poetry, and short stories. Advisers employ four criteria to determine whether or not credit will be awarded: commitment to the study, quality of products, vigorous dialogue, and growth/progress. The first criterion relates to the amount of reading, studying, and participation which contributed to the required 20 hours a week. Advisers also judge whether projects are college-level work, synthesize the study topic, and reflect appropriate progress towards the degree. Students must also have participated in active dialogue with their advisers and responded to questions and criticism. After presenting their study projects, students choose new study topics and advisers. The process of study plan development begins again.

Seniors prepare a special culminating project which integrates all their undergraduate work. Similar to a thesis, the paper must be at least 40 pages long. Students who submit creative projects must also submit a substantial essay analyzing their work. One culminating project was a report by a Corning Ware executive on women in business. The student described the need for forming an "old girls network" and offering new solutions to problems encountered in the business world. All faculty members evaluate each student's culminating project.

Faculty members continuously evaluate students' preparation for the baccalaureate degree by employing nine criteria. Students must demonstrate literacy, including the abilities to write clear prose and read any material not requiring a specialized vocabulary and the mastery of basic quantitative skills; a grasp of contemporary culture and its roots; and an awareness of ethical and spiritual concerns. For example, students demonstrate their ability to identify and work with problems through studies which may have focused on social and political concerns. One student demonstrated her "commitment to active and positive participation in the world" by initiating a television series on Virgin Island culture aimed at children who were learning only about American culture in Virgin Island schools.

Students' transcripts do not list grades but instead include the evaluations written by advisers and students at each study period's conclusion. The undergraduates do not pursue majors, although they do develop areas of expertise which are demonstrated by the narrative transcripts, according to Olson. She reports that many ADP students go on to graduate schools and have no difficulty in being accepted on the basis of the ADP transcripts. "Schools value the independent research skills which our students acquire," says Olson. "They have shown themselves to be well-motivated, mature learners."

Students also value their ADP experience. They report that it has changed their lives and opened up a new world. "We expose them to new ideas and ways of thinking and help them develop their talents," says Olson. "The program has a powerful, almost magical, effect on our students."

In addition to offering an alternative approach to higher education, ADP also paves the way for lifelong learning, according to Olson and Absher. Says Absher: "We are not interested in just helping people 'finish' college – we want to help them find the books, subjects, projects, and ideas they *want* to pursue, so by being personally, 'selfishly' connected to their studies, they'll keep on doing this kind of study after the B.A." *P.B.*

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College of New Rochelle

School of New Resources

In the early seventies administrators at the College of New Rochelle (CNR) began noticing an increase in the number of adults interested in earning baccalaureate degrees. "These adults, mostly women in their thirties, forties, and fifties, had different needs than the younger student entering college right out of high school," says Neil R. Cronin, dean of the School of New Resources. "The amount of time that could be spent, for instance, was much different, and there was a greater hesitation among older students to enter college. We felt that these adults needed a different type of learning."

Cronin credits Thomas Taaffe, then chairperson of the Department of Philosophy and now director of a School of New Resources branch campus, with designing a program suited to the needs of these potential students. In 1972 CNR opened the School of New Resources. The school enables adults to participate in a baccalaureate program which reflects their backgrounds and experience and recognizes the time constraints caused by family and job responsibilities.

With approximately 3,500 students, the School of New Resources is now the largest academic unit of the college. Founded in 1904 as a liberal arts college for women, CNR also includes the School of Arts and Sciences, the Graduate School, and the School of Nursing. The School of Arts and Sciences is the only CNR school which is still operated primarily for women. More than 80 percent of the New Resources students are female; the average age is 38 years old.

The School of New Resources features evening and weekend classes, credit for academically-significant life experiences, and independent study projects. Students enroll in courses at five School of New Resources branch campuses and two extension programs. Instructors are CNR faculty members, professionals in the field, and faculty members from other local colleges.

Students can complete all the coursework in the 120-credit Bachelor of Arts degree program through New Resources courses. They pursue an interdisciplinary general liberal arts program, which requires completion of 90 credits in the liberal arts areas. Although the program does not offer traditional majors, CNR does recognize the completion of a concentration as 36 to 40 credits accumulated in one discipline.

"Students enter our program with the idea of getting a degree," says Cronin. "We require some of them to first take a semester or two of noncredit courses to help develop their reading and writing skills. We build those skills up so that they'll be fully prepared for the degree program." The school bases the skills requirement on a diagnostic language arts assessment administered after students are admitted to the school.

New Resources Seminars

Students earn the majority of their credits in the six-credit seminars which are the heart of the New Resources curriculum. According to Cronin, the scheduling and content of these seminars make them the ideal mode of instruction for the adult learner. Seminars meet once a week for 190 minutes during the 18-week term; class enrollment is limited to 18 students. "We believe adults feel comfortable in small group settings in which they can contribute easily," says Cronin. He notes that some technical courses require two meetings per week.

Although New Resources does not have traditional departments, it does list the seminars by discipline. For example, during the spring 1982 term, the South Bronx campus lists humanities, social sciences, and natural sciences seminars which satisfy the liberal arts requirement, as well as professional courses in education, business, and art. The humanities offerings include such courses as The Old Testament, which examines selections from linguistical, historical, and anthropological perspectives, and Logic and Critical Thinking, which helps students develop their skills in inductive and deductive reasoning. Professional courses include Computer Programming, Introduction to Social Work, and Methods of Teaching Reading.

As part of the coursework for all seminars, students must complete what is called a Life Arts Project. "These are rather elaborate research projects that go beyond the typical term paper," says Cronin. "We want students to choose a topic that is somehow related to their own experience and to draw conclusions from it."

For example, Introduction to Law, a recent seminar at the South Bronx campus, focused on the law as it affects inner city residents. One student attended ten sessions of night court, taped the proceedings, and wrote a short summary of her observations after each session. She also interviewed the judges, lawyers, and prisoners involved in many of the cases. "We emphasize interviewing as an important aspect of the Life Arts Project," says Cronin. "It encourages students to use their communication skills and to interrelate with a wider spectrum of people. It also allows students to draw more reasoned conclusions from the information they receive."

The most unique element of the seminar program, according to Cronin, is the curriculum development process, wherein students have the opportunity to suggest, select and create courses to be offered the following semester. The process begins on the first day of classes when students are already thinking ahead to the next semester, says Cronin. It involves a formal meeting for the presentation of proposals, a school/student decision on which courses to offer, and a search for the appropriate faculty to teach the courses.

"This has been very successful for us," Cronin says. "We hope at least 25 percent of the student body have been active in suggesting courses and developing ideas. Another 25 percent 'sell' the courses to other students." On the first night of courses in the new semester instructors present the course syllabus for approval, according to Cronin. "The terms are negotiated between class and faculty person, and the syllabus is then readjusted," he says.

With original funding from the National Endowment for the Humanities, the School of New Resources also designed special core seminars "to further both the quality and relevance of a liberal arts education for adult learners." The core seminars are Experience, Learning, and Identity (ELI); Designing the Future; and four courses which introduce the disciplines of life sciences, social sciences, humanities, and physical sciences. According to Cronin, 90 percent of the students take ELI, which introduces them to higher education and the New Resources approach.

"The students love the course," says Cronin. "It teaches them how to convert experience into learning, it builds up their confidence, and it helps them map out the rest of their degree." While ELI is completed at the beginning of student's academic career, Designing the Future is a culminating experience. "It is based on the assumption that the student has taken mapping seriously," says Cronin. "We also assume that the direction each student takes has been adjusted numerous times since entering the program.

"We ask, 'What new direction do you want to take after receiving your degree?' The students should come to some conclusions about themselves; some have completely changed their careers. The seminar is a way to bring this program to a close and to get students thinking about the future."

The four interdisciplinary courses provided broad explorations based on the shared experiences of instructors and students. These seminars are Urban Community, American Experience, Human Body, and Science and Human Values. For example, Urban Community introduces students to the social sciences. Students relate their personal experiences to the social, political, and religious theories of urban problems. As with all core seminars, the Urban Community instructor invites guest lecturers to present fresh insights on the seminar topic.

In addition to the seminars, students may also earn up to 30 credits through the Life Experience Portfolio Program. This program assumes that nontraditional learning situations have educational significance. Students write reflective essays which describe and analyze their experiences. "This is not an autobiography or straight narration," says Cronin. "The emphasis is on the word 'reflective.'" According to the faculty handbook, although a student cannot receive credit for nurse's training, for example, he or she could earn credits for reflection on this training and its use.

Students can attend workshops on the portfolio preparation, which usually takes between four and twelve months. A five-member committee, consisting of two New Resources faculty or staff members and three persons from outside the college, evaluates each portfolio. Cronin notes that the average number of credits awarded from portfolio evaluation is 18.

Students also are able to receive up to 30 credits in additional independent study projects. These include internships, cooperative education with local businesses, and study through telecourses. "We allow no more than 30 credits in independent study because we don't want to take away from the amount of interplay with other students in the seminars – that's the lifeblood of our program," says Cronin.

Campus Locations

Each of the five New Resources campuses offers its students a unique approach to the liberal arts, appropriate to the campus' location and clientele. For example, the District Council 37 (DC37) campus, located on the premises of the American Federation of State, County, and Municipal Employees Union, is attended exclusively by union members. Many of them work in hospitals and are interested in courses that help the paraprofessional, according to Cronin. "The students at DC37 are very pointed about what they want," he says. "At the same time, they really eat up the humanities because most don't need the technical or professional courses."

The New York Theological Seminary campus is designed "for storefront ministers, almost all minority members, who want to broaden their religious training," says Cronin. Other locations include the New Rochelle main campus, the South Bronx, and Co-op City, located in the north section of the Bronx. The extension programs are located in Brooklyn and Harlem. Students transfer to a branch campus after attending courses at an extension center in order to complete their degrees.

The school receives 60 percent of its students via word-of-mouth endorsements, according to Cronin. It also operates a needs-assessment program which recruits prospective students in their own communities. "We go into neighborhood churches and community centers and meet directly with community leaders and prospective students," says Cronin. "We explain the program, ask them to fill out a form detailing their needs and interests, and talk about the school.

"Most of the adults we encounter have never thought about college, and we want them to know that the obstacles just aren't there anymore. We schedule our seminars at nights and on weekends, we have some financial aid available, and sometimes we will open a course right in their own church to make them more comfortable with the idea. Inner city people are very aware of us coming in from a suburban college and trying to change things. The leaders question us about the 'community reinvestment' aspects of our program, and we try to assure them that that is one of our main concerns."

Cronin sees no more geographical growth in the future, but instead anticipates more involvement and better relationships with businesses, unions, corporations, and hospitals. "We are trying to make it easy for adults to get a college degree," he says. "They really warm to it when they see how supportive our staff and the other students are. We try to cut down lines that are in their way and bring the college right to the students."*S.H.*

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College of New Rochelle
New Rochelle, NY 10801
914/235-3084

Additional Programs

Keystone Junior College, La Plurna, PA 18440

Weekender Program–More than 140 students have received their Associate of Science degree in liberal studies from the Keystone Junior College Weekender Program. The seven-year-old program enables students to complete all degree requirements in courses which meet every third weekend during the trimester. Each three-credit course meets Friday evening, Saturday, and Sunday. Lectures are the primary instructional method in courses such as Western World Literature, Drawing and Descriptive Geometry, and Art History Survey. According to Dorothy Gentile, assistant director of continuing education, students praise the program's convenience. Most Weekender students are employed, and 70 percent receive financial assistance from their employers. Students' ages range from 19 to 63 years old; with most in their late twenties to early forties; 55 percent are female. While the program emphasizes liberal studies, students can concentrate on accounting, marketing, economics, or computer science. Keystone also has a cooperative arrangement with the Johnson School of Technology which allows students to complete the three-year Associate in Applied Science degree in industrial engineering technology in Weekender courses. Gentile notes that all college facilities are open during the weekend. Although most students commute, 30 percent stay in campus residence halls over the weekend. Students also can visit the learning center which features tutors, self-paced audiovisual learning materials, and study skills workshops. Another Keystone undertaking, the Women's Outreach Program, also provides services for adults considering a return to college or the workforce. Keystone designed the program for women who are the head of households due to separation, divorce, or widowhood and/or who are seeking employment after being away from the business world. Weekender students can take advantage of workshops on assertiveness training and career opportunities and the evening programs on women and the law, single parenting, and effective job hunting skills. *P.B.*
Dorothy B. Gentile, Assistant Director of Continuing Education

Limestone College, Gaffney, SC 29340

Management Science Program–Employees in businesses and industries throughout South Carolina can complete a Bachelor of Science degree in business administration, with a concentration in management sciences, through courses offered by the Limestone College Management Science Program in 14 state-wide locations. The college developed the program in 1975 after surveying employers to determine how Limestone might assist in meeting the educational needs of employees. The business representatives asked for a degree program which did not take nine years of part-time study to complete, recognized the students' practical background in elementary concepts and principles, and emphasized management and human relations skills. The Management Science Program satisfies these requirements through its curriculum and location and scheduling arrangements. In the 14 program locations, courses may meet in a company's training room, if enough employees from one company sign up for a course, or in other locations convenient for employees from a number of companies. Each three-credit course meets in four-hour sessions on Monday, Tuesday, and Wednesday evenings for a total of ten sessions. Students take one course at a time; they can enroll in four courses each semester, three semesters a year. It is possible for students to earn all the necessary degree credits in three years and one semester. Students bring an average of 46 credits earned through other colleges to the program. Degree requirements include business, liberal arts, and management courses. Students must take an art or music appreciation course, a philosophy course, and two courses in world civilization. All the courses attempt to make connections between the subject matter and the business world and emphasize practical skills, according to Craven Sumerell, director of the program. Instructors include Limestone College faculty members and adjunct faculty members from business, industry, and other colleges. Sumerell emphasizes that this program benefits students, employers, and the college. Students are able to earn their degrees in a short amount of time and receive promotions which are dependent upon completion of a degree, and employers retain good employees, promote from within their companies, and increase morale and motivation. Sixty-seven percent of the students have stated that they would not have gone to college if this program was not available. Sumerell notes that the program also provides an alternative education market in a time of declining enrollment, increasing costs, and increasing competition from state-supported schools. More than 600 students have graduated from the program, which has a current enrollment of 1,100. The graduates' average age is 38 years old, and most have worked for their employers for at least ten years. *P.B.*
Craven Sumerell, Director, Management Science Program

Mundelein College, Chicago, IL 60660

Weekend College–One of the most significant actions Mundelein College has taken as a women's college was to implement the Weekend College (WEC), according to Mary Griffin, professor of English. Griffin, who chaired the ad hoc planning committee for the eight-year-old program, says WEC addresses the needs of women returning to school and helps them fill in the gaps in their education. The program admits both women and men who wish to earn Bachelor of Arts degrees in management, English, communications, personal universe, and community studies through weekend courses; 92 percent of the current 607 students are female. Courses meet for one three or three-and-a-half hour class every third weekend for a total of five sessions. "Since the number of student-faculty contact hours is significantly less than in traditional courses, we built more independent study into the program," says Griffin. Students complete longer reading assignments and more lengthy and complex projects. "Instructors must also keep the class time lean and sinewy, with no fat," says Griffin. Faculty members redesign their courses for greater efficiency, talk by telephone with students between class sessions, and hand out copies of assignments and bibliographies rather than dictating them. Mundelein also has effectively extended the 11-week WEC term to 14 weeks with the advanced assignments and end-of-term grace period, according to Griffin. Instructors mail out advanced assignments so that they can delve immediately into the course topic at the first class meeting. For example, Griffin requires students in her James Joyce course to read *Dubliners* and to write a paper comparing two female characters. The grace period extends the term by ten days and allows extra time for papers or take-home examinations. "These two extensions create an atmosphere of serious reflection and unhurried study for both students and faculty members," says Griffin. She finds that instructors enjoy teaching the students whose ages range from 18 to 70 years old, with the largest group in their late twenties and early thirties. Instructors admire the students' motivation, vitality and experiences, according to Griffin. Mundelein has no problems attracting weekend students. At the program's start, advertising expert Jane Trahey, a former Mundelein trustee, designed a recruitment campaign that emphasized WEC student testimonials. The college places advertisements in city and suburban papers and on radio and public transportation. WEC also presents information sessions featuring faculty members and students at downtown offices and hotels. Griffin believes this advertising strategy is successful because it emphasizes what has proven to be their most effective recruiting tool: word of mouth advertising by students. *P.B.*
Mary Griffin, Professor of English

University of Redlands, Redlands, CA 92373

The Alfred North Whitehead Center–The Alfred North Whitehead Center of the University of Redlands offers adult students with full-time jobs in business, industry, and public service an opportunity to earn baccalaureate and master's degrees in classes scheduled at mutually convenient times and places. Class locations, which can include places of employment, are determined only after fifteen students have registered for a particular course. Registered students then collectively choose which evenings the class should meet. Typically, classes meet from 3:30 p.m. to 6:30 p.m. and 7 p.m. to 10 p.m. Such flexibility in location and scheduling of classes is possible because of the center's cooperation with local businesses, hospitals, and other organizations, says Donald Kleckner, associate vice president of academic affairs and dean of the Alfred North Whitehead Center. These organizations often provide locations for class meetings and tuition reimbursement to students because the center offers courses that teach skills necessary to its students' career advancement. The center's courses all stress practice as well as theory, explains Kleckner. Because many of the students have professional experience and different ideas, Kleckner adds, the classes also use group discussions as an important teaching method. Students at the center can earn a Bachelor of Arts degree in liberal

studies, health care, management, or business administration; and a Master of Arts degree in liberal studies, human resources management, management, or education. The management, business administration, and education degrees are "competency-based," and thereby afford students some flexibility in determining what they learn. Students in the competency-based programs meet with an instructor and an adviser to design two specific outcomes or "competencies" for each course. Usually, one outcome is related directly to the student's profession and one is more general. An example of the former could be an understanding of international marketing as demonstrated by the answering of three specific questions. Outcomes are often specific because they can be used in the students' theses or final projects. Theses or projects are required of students in the competency-based programs, and they usually reflect some aspect of the student's career. Examples of final projects include the development of a continuing education program in respiratory therapy at a community hospital, and the writing of a procedures manual for city clerks. By emphasizing the practical application of theories learned in classes, says Kleckner, the center gains the confidence of corporations and organizations that offer their facilities to the center. "Everyone comes out ahead," says Kleckner. "The students gain knowledge about their chosen profession, and their employers gain well-educated employees." *K.M.*

Donald Kleckner, Associate Vice President for Academic Affairs and Dean of the Alfred N. Whitehead Center

St. Edward's University, Austin, TX 78704

New College—The St. Edward's University undergraduate degree program for adults emphasizes learning outcomes rather than learning situations as students pursue a Bachelor of Liberal Studies degree. New College responds to adults' scheduling needs and recognizes their previous learning experiences. Says Jean Meyer, dean of New College: "This program caters to adult learners who wish to combine career education and humanistic learning." Students major in traditional liberal arts areas, as well as business and career-oriented fields. They earn credit for college-level, non-classroom learning; the College Level Examination Progam (CLEP); individualized studies; and college coursework. Each student's program must integrate seven areas of study and four levels of competency, determined by New College in connection with St. Edward's mission and goals. The study areas are the major field of concentration; personal and group value systems; communications and media and a personal mastery of communications skills; power and society; the interaction between humans and their environments; aesthetics and the arts; and global perspectives. In all learning activities students must understand basic concepts, data, and the theoretical frame of reference and be able to analyze and apply knowledge and to integrate and synthesize it with other subject areas. Students begin the program by developing a degree plan with their advisers that incorporates the New College study areas and competencies with their own interests and career goals and indicates previous learning credit and future learning options. According to Meyer, no two degree plans are alike because each student's background, interests, and goals differ. Most students earn their degrees in individualized study. For each study course they prepare learning contracts which specify course objectives, assignments, and expected competencies. New College has developed standardized individual studies which are flexible enough to allow for personal goals and interests; students may develop new individualized studies with their adviser and appropriate instructors. Predesigned courses include The Future: Transition to the 21st Century, Masterpieces of World Literature, and Values and Aspirations of Native Americans. The college also has three required one-credit courses: Learning Theory/Group Theory Seminar, Applied Research Seminar, and New College Colloquium. The former two courses introduce adult learning theories, survey critical reasoning and theories in different fields, provide an overview of campus and community learning resources, and examine social and behavioral sciences research methodology. Meyer is especially proud of the New College Colloquium. The five-session colloquia have explored a variety of topics including women in United States history, bioethical decision making, and male-female relationships in literature. Students prepare reading assignments and participate in colloquium discussions. "The colloquia offer different ways of integrating and reflecting on new information," says Meyer. "Students report that the colloquia help develop their love of learning and their desire to continue learning." Meyer notes that each colloquium attracts different participants and that instructors see themselves as co-learners with the enthusiastic, experienced adults. "New College attracts serious students," says Meyer. "One unadvertised benefit is that adults get to rub shoulders with other dedicated learners. This is really a benefit in an impersonal world. Students are thrilled with their instructors and with each other." *P.B.*

Jean Meyer, Dean of New College

University of South Carolina, Columbia, SC 29208

Mature Students Program—The Continuing Education Division's Mature Students Program at the University of South Carolina (USC) provides adult learners with activities designed to help them adjust to college life. "We try to meet the needs of those students over age 25 who are returning to college after a long period or beginning college for the first time," says Harold Birch, Mature Students Program counselor. Older students encounter the program through a special orientation session. They complete USC's mandatory English proficiency examination, attend a session on returning to college presented by older students, and take a walking tour of the campus. The program also sponsors an adult version of USC's University 101: The Student in the University (described in *Forum*, November/December 1981). University 101 is a three-credit course which helps students learn about the university and higher education. While each University 101 class orients students and is flexible enough to accomodate faculty member and student interests, the course for older students usually focuses on such topics as test-taking strategies, time management, and reading and speaking skills. Limited to older students, the course also helps returning students develop a peer support group, says Birch. Students also can meet their peers by attending groups of introductory courses scheduled at convenient times. For example, a student returning to college can enroll in University 101, American History, and Composition and attend each class one after another in the same classroom with other older students. "We only package introductory courses in this manner," says Birch. "It gets them started and makes them feel comfortable." Faculty members teaching these courses also receive an introduction to the adult student. Instructors view video tapes of situations encountered with older students and discuss ways of approaching the problems. Other program activities include academic advising for undeclared majors, back-to-school and career planning workshops, and an educational referral service which refers community members to the appropriate school in the area. Despite the best intentions of the university, Birch notes that one of the most important functions of a Mature Students Program counselor is that of ombudsman. "USC is structured to meet the needs of full-time, traditional-aged students," says Birch. "The non-traditional, older student, who has a part-time or full-time job and a family to support, often needs a representative." *P.B.*

Dorothy Fidler, Coordinator, Special Programs

Resources

Adult Education.

This is the Adult Education Association's quarterly research and theory journal. The emphasis is on "research, formal philosophy and history of adult education, theoretical formulations, comparative adult education, and interpretive reviews of the literature." Annual subscriptions are $16; address correspondence to Adult Education Association. Editorial address: Phyllis M. Cunningham and Robert M. Smith, Editors, *Adult Education*, Studies in Adult Education, 101 Gabel Hall, Northern Illinois University, DeKalb, IL 60115.

Adult Education Association (AEA), Beverly Copeland, Associate Executive Director. 810 18th St., NW, Washington, DC 20006. 202/347-9574.

AEA is a membership association for professionals and organizations working in adult education. AEA's primary purpose is "to increase lifelong learning opportunities for all people." Activities include publication of *Adult Education* and *Lifelong Learning: The Adult Years*, workshops and seminars, and organizing regional networks of adult educators. In November 1982 AEA will consolidate with NAPCAE (described below) to form the American Association for

Adult and Continuing Education (AAACE).

The Alliance. c/o School of New Resources, College of New Rochelle, New Rochelle, NY 10801. 914/235-3084.

Calling itself An Association for Alternative Degree Programs for Adults, the 8-year-old The Alliance consists of 54 member institutions. Its goals include "initiat(ing) and foster(ing) an appropriate environment for adult students in college programs and provid(ing) a forum for professional educators to share resources and information about alternative degree programs for adults." Publishes a 5-volume series on alternative adult degree programs (see description under Miller).

Bloomquist, Betty and Litz, Charles E. "Adult Education: Resolution of the Liberal-Vocational Debate?" *Lifelong Learning: The Adult Years*, April 1980, pp. 12-15.

The authors present an overview of the history of the separation of liberal and vocational/occupational education and an examination of some current views of the subject. The authors conclude that vocational and liberal education are integral processes of lifelong learning; thus a combination of these is especially appropriate for the adult student.

Bowen, Howard R. *Adult Learning, Higher Education, and the Economics of Unused Capacity*. Princeton, NJ: College Entrance Examination Board, 1980.

In view of the expected enrollment declines, Bowen offers four options for keeping the higher education system intact: redirect resources toward higher quality, redirect resources toward research and public services, redirect resources toward new student clienteles, and retrenchment. Focusing on the third option, Bowen urges institutions to consider implementing adult learning programs which are comparable to traditional programs in all regards, including curriculum, facilities, and educational quality; and which will help achieve the goal of a "nation of educated people." His 12 guidelines of adult education emphasize flexible scheduling, the financial needs of both student and institution, and accreditation standards.

Boyd, Robert D.; Apps, Jerold W.; and Associates. *Redefining the Discipline of Adult Education*. San Francisco: Jossey-Bass Inc., Publishers, 1980.

This book is the result of a project to define the conceptual foundations of adult education. It presents a model of adult education based on an analysis of individual, group, and community "transactional modes" and uses this model in its chapters on independent study, individual learning, community education, individual growth through community problem-solving, and other topics. It is part of the Adult Education Association Handbook Series in Adult Education, published by Jossey-Bass Publishers. Other books in the series are *Serving Personal and Community Needs Through Adult Education; Changing Approaches to Studying Adult Education; Building an Effective Adult Enterprise; Comparing Adult Education Worldwide; Developing, Administering, and Evaluating Adult Education; and Examining Controversies in Adult Education.*

Chickering, Arthur W. and Associates. *The Modern American College*. San Francisco. Jossey-Bass Inc., Publishers, 1981.

Chickering argues that the "overarching educational purpose of our colleges and universities should be to encourage and enable intentional developmental change in students throughout the life cycle." This book serves as a guide for reaching that goal with such articles as William Perry, Jr.'s Cognitive and Ethical Growth: The Making of Meaning, David Kolb's Learning Styles and Disciplinary Differences, and Morris Keaton's Assessing and Credentialing Prior Experience. Subtitled "Responding to the New Realities of Diverse Students and a Changing Society," this comprehensive volume presents a wealth of material on the developmental cycles of adults, the implications for the curriculum of the findings on student needs, and how instructors, administrators, and student service professionals can respond to the developmental needs of all members of the university community.

Cross, K. Patricia. *Adults As Learners*. San Francisco: Jossey-Bass, Inc., Publishers, 1981.

Cross examines the who, why (and why not), how, and what of adult learning. She presents and interprets the latest information on adult learners and describes two models of interest to persons providing adult education. The Characteristics of Adults Learners (CAL) model can be used to illustrate the differences between adults and children as learners; the Chain-of-Response (COR) Model identifies why adults participate in learning activities and includes such variables as attitudes about education, life transitions, and opportunities and barriers to education.

Enders, Cheryl Coppeck; Heermann, Barry; and Wine, Elizabeth, eds. Serving Lifelong Learners. New Directions for Community Colleges, no. 29. San Francisco: Jossey-Bass Inc., Publishers, 1980.

The authors present various issues surrounding lifelong learning and how community colleges can respond to this phenomenon. In "Who Is the Lifelong Learner?" Sheila Gordon and Augusta Souza Kappner note that adults' life experiences and self-motivation can sometimes serve as barriers to higher education if they include continuing family and career pressures and skills deficiencies; they urge colleges to make education convenient for adults, recognize prior learning, and offer more than leisure-time courses. Other articles examine institutionalizing lifelong learning, recruitment, counseling, program options, and policy questions.

Hurn, Christopher J. "The Reemergence of Liberal Education." *Change*, October 1978, pp. 8-9.

Hurn argues that higher education must continue to offer students such benefits as expansion of intellectual horizons, tolerance of diversity, and the pursuit of knowledge as a good in itself. He disagrees with policymakers who allow themselves to be drawn into the belief that only vocational and professional education are suited for an increasingly technological society. He claims their rhethoric, rather than actual social change, holds back the reemergence of liberal arts. Hurn notes that as the pool of traditional-aged students decreases, schools can attract more adults, whose careers are no longer a central life interest, to the study of humanities and fine arts.

Lifelong Learning: The Adult Years.

A publication of the Adult Education Association, *Lifelong Learning* includes philosophical articles, program descriptions, and book reviews. Articles include "REACH-An Individualized AE Program for Workers," a description of a University of Michigan-Dearborn program of videotaped UM-D classes for nontraditional students (November 1980); "Readability: Its Use in Adult Education," a summary of readability formulas and the application of the readability concept to adult education (January 1981); and "Learning Never Ends," a report of the AEA 1981 conference which summarizes conference presentations. Subscriptions for this 10-times-a-year magazine are $20. Roger Hiemstra, Senior Editor, *Lifelong Learning*, 810 18th St., NW, Washington, DC 20006.

Miller, Ronald H., ed. *Providing Access For Adults to Alternative College Programs*. New York: The Scarecrow Press for The Alliance, 1981.

The first handbook in a 5-volume series by The Alliance (described above) on developing and implementing alternative adult degree programs, this volume focuses on four areas of concern for schools examining adults' access to education at their institution: development of institutional support structures, needs assessment, promotion and publicity, and interinstitutional linkages. Discussion on this latter topic, for example, includes a descriptive listing of the characteristics of well-designed interinstitutional programs. These include simplicity, clear purposes, accurate student information, and appropriate resources. This volume concludes with a resource and bibliography chapter. Other handbooks planned for this series are Institutional and Staff Structures, Financing Nontraditional Programs, Procedures and Services in Nontraditional Programs, and Curricular Issues in Nontraditional Programs.

National Association for Public Continuing and Adult Education (NAPCAE), James R. Dorland, Executive Dirctor. 1201 16th St., NW, Washington, DC 20036. 202/833-5486.

NAPCAE's primary focus is on public adult education in a variety of settings such as public schools, learning centers, community colleges, universities, government agencies, and industry. NAPCAE publishes such books as *The Treasury of Techniques for Teaching Adults, You can Be a Successful Teacher of Adults*, and *Administration of Con-*

National Center for Educational Brokering (NCEB), Francis U. Macy, Director. 1211 Connecticut Ave., NW, Washington, DC 20036. 202/887-6830.

Established in 1976 as a unit of the National Institute for Work and Learning, NCEB acts as a national support center for more than 465 counseling programs in 49 states. The center fosters "the expansion and improvement of impartial education and career counseling services for people no longer in school or college." The counseling programs help clients explore career and education options, assess choices, and overcome institutional barriers. NCEB publishes the *NCEB Bulletin*, which includes articles related to assessment, counseling, and educational brokering; conference announcements, and publication reviews.

National University Continuing Education Association (NUCEA), Kenneth E. Young, Executive Director. 1 Dupont Circle, Suite 360, Washington, DC 20036. 202/659-3130.

NUCEA is a membership association of universities, colleges, organizations, and their professional staffs dedicated to lifelong learning and public service. NUCEA provides professional development activities for continuing education professionals; serves as a clearinghouse for information on part-time degree programs, independent study, and other continuing education interests; and acts as liaison to the executive and legislative branches of the federal government. Members receive the biweekly *NUCEA Newsletter*, which reports on federal legislation, NUCEA programs, and professional development news; the quarterly *NUCEA Continuum*, which includes descriptions of exemplary continuing education programs and articles by leaders in the field; and the monthly *Continuing Education Recruiter*, which lists job vacancies.

New Directions for Continuing Education.

This Jossey-Bass series discusses a wide range of topics relating to lifelong learning. Sourcebook topics include Programming for Adults Facing Mid-Life Change (1979), Attracting Able Instructors of Adults (1979), Teaching Adults Effectively (1980), Assessing Educational Needs of Adults (1980), Advising and Counseling Adult Learners (1981), and Programs for Older Adults (1982). For example, Advising and Counseling Adult Learners describes educational and career counseling in such nontraditional settings as banks, hospitals, and community based centers; the application of correspondence, telephone calls, computers, and film strip/audio cassettes in counseling; and services for adults reentering college. Institutional subscriptions are $35; individual subscriptions are $21. Alan B. Knox, Editor-in-Chief. Subscription address: Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104.

Office of Adult Learning Services (OALS), Carol B. Aslanian, Director. The College Board, 888 Seventh Ave., New York, NY 10019. 212/582-6210.

The major goals of OALS include assembling and disseminating information about adult learning and assisting institutions in strengthening their lifelong learning programs. Included in its activities are the Institute for the Management of Lifelong Education (MLE) and the Community Assessment Program. According to a recent brochure, MLE "assists leaders of higher education in determining new directions, defining changing roles, and implementing lifelong education in more effective ways." The assessment program is a five-step process which examines the needs and desires of the community, residents, faculty members, and administrators in the area of adult education. OALS also carries out research in lifelong learning and conducts workshops on prior learning measurement, alternative delivery systems, and cooperation with business and industry.

Peterson, Richard E., and Associates. *Lifelong Learning in America*. San Francisco: Jossey-Bass Inc., Publishers, 1979.

The authors of this book believe that lifelong learning policy should involve all kinds of organizations, such as libraries, museums, churches, etc. The book examines the meaning of lifelong learning, current lifelong learning programs; the characteristics, needs and interests of adult learners; innovations and problems of local programs; state and federal policies; information resources; and implications and consequences for the future. The book claims that there are "gaps in available services" because lifelong learning programs in the United States spring mainly from local iniatives. The authors hope that their book will help close those gaps by encouraging the establishment of strong lifelong learning programs.

Shriberg, Arthur, ed. *Providing Student Services for the Adult Learner*. New Directions for Student Services, no. 11. San Francisco: Jossey-Bass Inc., Publishers, 1980.

Shriberg directs this volume to the student personnel workers who must see themselves as advocates for the adult student. Dennis L. Pavette urges all student services professionals to respond to the growing number of adult students. He recommends workshops on adult learners, special orientation for returning students, new office and food service hours, child care centers, and adult student representation on committees. Also included are articles on adult student resource centers, women's centers, recruitment, orientation, and adult developmental theory.

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The Forum for Liberal Education is a topic-oriented publication featuring a subject of importance for liberal education in each issue. It does not endorse or evaluate institutional activity. Rather, it describes various ways in which institutions of higher learning address important common concerns. Upcoming issues of the *Forum* will look at liberal learning in professional programs, science literacy, and general education. **The *Forum* staff is interested in receiving program information from our readers.** If your school is chosen for inclusion in an issue a staff member will interview a contact person at your school and write the article.

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